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ABSTRACT

Guidelines for the recruitment of foreign students to U.S. schools and difficulties that may be encountered are outlined in this pamphlet. Certain professional obligations are discussed that must be considered before a final decision is made to select and admit more foreign students or to substantially increase the number that is already enrolled. Fourteen steps are outlined for the establishment and/or the enhancement of a foreign student recruitment program. Guidelines for recruitment literature for foreign students and for conducting a foreign student recruitment tour are included. Associations and agencies of interest to institutions, key references for credential evaluations, useful College Board publications, associations of American overseas schools, and other resources are listed. (SW)

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Guidelines for the Recruitment of Foreign Students

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Foreign Student Recruitment

As student enrollments in the United States decline, it is not unusual for education institutions at all levels and of all types to consider the feasibility of filling their empty classroom places, and their tuition coffers, by recruiting students from other countries. Such a decision is all too often taken without full assessment of the consequences, either to institutions or to foreign students. The purpose of these guidelines is to analyze the problem, point out possible pitfalls, and outline recommended procedures for institutions should they decide to recruit foreign students actively.

Basic to such a decision must be the realization that foreign students who are not carefully selected in relation to the institution's philosophy, academic offerings, services, and resources may cause very serious problems. If considerations of this kind are not taken into account, such a venture may ultimately be a costly liability rather than an asset for the institution. For example, if a foreign student is admitted with inadequate educational preparation, or cannot communicate in English, or has insufficient funds to cover the proposed program of study, the potential difficulties are obvious. The consequences for the individual foreign student in such circumstances can be catastrophic. In many foreign cultures, particularly those of developing countries, the failure to achieve an announced educational standard while attending an institu-

tion in the United States is so serious that the student's possibility of returning to the home country for a normal and productive working life may be destroyed.

The following outline of recommended procedures is offered as a guide for all types and levels of United States institutions in the recruitment of foreign students. Conscientious use of these guidelines will not only protect institutional interests but can also contribute positively to United States' relations with other countries and to the interests of the foreign students and their home countries.

Institutional Commitment

Should an institution tentatively decide to select and admit more foreign students or substantially increase the number they already enroll, certain professional obligations must be considered before a final decision is made:

1. A professional staff person with adequate training and skills in the field of international cultural exchange is needed to work with foreign students. This person should have knowledge of other languages, prior experience studying, working, or traveling in foreign countries, comparative education knowledge, and a strong commitment to quality in academic standards.

2. Realistic and adequate preadmission materials must be designed specifically for foreign applicants.

3. Personnel and resources must be available for reviewing and interpreting the academic backgrounds and English proficiency of foreign applicants, and for determining academic and English language placement of foreign students at all levels.

4. Only those foreign students should be admitted who have demonstrated a level of quality in their prior schooling that would make them likely to succeed in their proposed program of study.

5. A professional staff (including admission officers, academic advisers, etc., who work with foreign students in various capacities) with adequate training and skills in the field of international cultural and educational exchange is necessary. Staff member(s) should have had the experience of living overseas, some knowledge of other education systems, and a strong com-

mitment to academic quality. Knowledge of languages other than English is helpful, as is experience in advising and/or counseling.

6. Special services to be offered to foreign students by the institution's professional staff should include personal and academic counseling and/or advising; interpretation of regulations and procedures as they apply to their own institution and the government; and information about financial aid and employment opportunities and procedures.

Other services that will be needed by foreign students and can be offered either by the professional staff, by other campus or community institutions, or by volunteers are: information and advice on housing, and on the campus and local community; English instruction; opportunities for cross-cultural social and educational exchange.

A special orientation session for foreign students should be arranged.

7. Knowledge is needed in some depth of the educational interests and needs of foreign students from those countries involved.

8. There must be a realistic assessment of institutional strengths and weaknesses in programs of study for foreign students.

9. Careful consideration should be given to the number, level of academic achievement, and geographic distribution of the foreign student enrollment in relation to the institution's overall enrollment.

10. Finally, each institution should carry out thorough evaluations of their foreign student programs (from pre-admission to alumni follow-up).

Steps in the Establishment and/or the Enhancement of a Foreign Student Recruitment Program

Here are the steps recommended for the establishment and/or the enhancement of a program to recruit foreign students, once the institution has decided to make the commitment previously described:

Step 1 — Seek approval of the Immigration and Naturalization Service of the United States government to enroll foreign students if the institution is not already approved.

Step 2 — Assign responsibility for the recruitment of foreign students to a qualified individual who has knowledge of the school's program, as well as the education system in the countries in which recruitment is to be conducted.

Step 3 — Select the countries or areas of the world in which it is realistic to focus recruitment efforts.

Step 4 — Develop appropriate materials for prospective foreign students. These should include:

a. Printed literature. Catalogs and similar publications are not recommended for use in foreign student recruitment because of the cost of mailing and the relatively marginal value to the foreign student. Suggestions for literature to be used with prospective foreign students will be found on pages 9-10.

b. Letter(s) for use in the initial response to inquiries from foreign students about further education in the United States. The initial response and/or the printed literature should have realistic and detailed information on the total cost of attending the

institution based on the calendar year rather than the academic year.

c. Preliminary application materials. These may be desirable in order to avoid the cost of compiling and evaluating complete files on many students who would not be good prospects for admission on the basis of considerations such as lack of suitable academic preparation, inadequate financial resources, or their request for an academic program not available at the institution. Preliminary application materials may include a letter, an information leaflet and a one-sheet (two-page) application form that allows the applicant to describe education, language, and financial background, and education and career goals without submitting supporting credentials.

d. Special application forms. These may include a sponsor's certificate of financial resources, and a summary form on educational experience and English proficiency test results. If no special foreign student application form is planned, a supplement to the regular admissions application should be included to secure information not usually requested of United States applicants, such as proposed visa status.

e. Follow-up letter(s).

Step 5—Distribute copies of the special literature to overseas advising offices in the countries or areas of the world selected for recruitment. If a recruiting visit is planned, a letter announcing such a visit should be sent to the appropriate advising agencies, and mailing of the special literature should be timed to coincide with the recruiting

visit. A section on guidelines for a foreign student recruitment tour is included here on pages 10-12.

Step 6—Review initial inquiries from prospective foreign students and send appropriate responses.

Step 7—Send follow-up letter(s) to prospective students whose qualifications and interests, etc., are most appropriate for consideration, and send refusal or "discouraging" letters to students who do not appear suitable for admission.

Step 8—Review application files periodically and advise foreign applicants of missing credentials.

Step 9—When an application file is complete, determine the admissibility of the applicant. If the institution plans to perform the evaluations, it should utilize the reference materials in the description of services available to institutions in the area of foreign student recruitment such as those listed on pages 13-15. Credential evaluation services are available for institutions with fewer than 50 enrolled foreign students through the Credentials Evaluation Projects, sponsored by the National Liaison Committee on Foreign Student Admissions and coordinated by the National Association for Foreign Student Affairs. There are several private organizations that evaluate educational credentials for a fee.

Step 10—If an applicant is not admissible, an appropriate letter should be sent.

Step 11 — If the applicant has been determined admissible on the basis of academic preparation, English proficiency, and financial resources, an appropriate letter of admission should be sent. The visa eligibility certificate (INS Form I-20) may be sent with the admissions letter.

Step 12 — At the beginning of each school term, an analysis should be made of those students accepted for enrollment. If there is some disparity between the numbers of enrolled and nonenrolled admitted foreign students, a review and adjustment of existing policies and procedures may be in order.

Step 13 — Annually analyze the performance of enrolled foreign students, compare their performance with that of enrolled United States students, and decide whether revised admissions criteria are needed or desirable.

Step 14 — If a substantial emphasis on foreign students continues, undertake follow-up studies of overseas alumni to determine how appropriate their education and experience in the United States has been, and an effort should be made to encourage their assistance in future recruitment efforts. To facilitate such follow-up studies, a permanent address should be sought from the foreign student either at the time of admission and/or at graduation time.

Guidelines for Recruitment Literature for Foreign Students

1. Include information on these matters:
 - Brief history and description of the institution, including geographic location, local community, climate, etc.
 - Statement of the institution's policy on the admission of foreign applicants.
 - Curriculums, certificates, diplomas, and degrees offered by the institution, and duration of programs.
 - Admissions application procedures with deadline dates.
 - Academic calendar, including dates of enrollment and vacation periods.
 - Costs of attending school, including tuition, fees for master's and doctoral theses, room and board, local transportation, laboratory fees, books, health and accident insurance, cost of winter clothing where appropriate, cost of accompanying dependents, incidentals, vacation and summer expenses, and all other normal costs.
 - Financial aid policy and opportunities.
 - English proficiency requirement, and availability of intensive English programs.
 - Tests required for English proficiency, academic aptitude, or other areas.
 - Housing for foreign students.
 - Health insurance requirements.
 - Employment regulations and opportunities.
 - Visa and other legal requirements.
 - Special foreign student services.
2. Avoid terminology unique to the United States, such as "transcripts," etc.
3. Use lightweight paper to reduce mailing costs.
4. When preparing recruitment literature,

remember that the reader may know little about the United States, its education system, its customs, its geography, etc. The information should be presented with as much clarity as possible, and it may be helpful to have several foreign students currently enrolled review the draft copy.

Guidelines for Conducting a Foreign Student Recruitment Tour

1. The institutional representative selected to conduct a foreign student recruitment tour should have as many of the following characteristics as possible: prior experience traveling or working in other countries, and some knowledge of the area to be visited; thorough familiarity with the institution and with visa regulations; good health and stamina; ability to communicate with people from other cultures; and a states collegiate education.
2. The tour should be planned with contacts with United States Embassies, United States Consulates, United States Educational Commissions and Foundations, and overseas advising offices, as well as education institutions in the areas to be visited, and prospective students already known to the institution and alumni.
3. Letters should be written well in advance of the visit to advise the contacts about the planned itinerary and the purpose of the visit, and to solicit their cooperation during the recruitment tour.
4. Consideration should be given to the use of local media to call attention to the visit and to make known the availability of the institutional representative in the area.
5. To avoid embarrassing violations of local customs, the institutional representative may wish to contact the Washington embassies of the countries to be visited for guidance on acceptable behavior by visitors.
6. During the visits abroad the institutional representative should avoid offering on-

the-spot admission and financial assistance to prospective students. The customary procedure should be adhered to, and before admission is offered, complete documentation on the student should be available at the institution.

7. Letters of appreciation should be sent upon return from the tour to all persons who were of assistance to the institutional representative during the tour.

8. The effectiveness of a foreign student recruitment trip should be evaluated by an analysis of the increase in applications and enrollments from the visited countries within two or more years following the tour.

1. Associations and Agencies of Interest to Institutions

a. General

Association of Collegiate Registrars and Admissions Officers (AACRAO)

One Dupont Circle, N.W.,
Washington, D.C. 20036

The College Board

International Education Office
1717 Massachusetts Ave., N.W.
Washington, D.C. 20036

Council of Graduate Schools (CGS)

One Dupont Circle, N.W.,
Washington, D.C. 20036

Institute of International Education (IIE)

809 United Nations Plaza
New York, New York 10017

National Association for Foreign
Student Affairs (NAFSA)

1860 19th Street, N.W.
Washington, D.C. 20009

National Liaison Committee on Foreign
Student Admissions (NLC) Credential
Evaluation Projects

c/o NAFSA

1860 19th Street, N.W.
Washington, D.C. 20009

(for institutions enrolling fewer than
50 foreign students)

b. *Agencies Serving Particular Groups*

The African-American Institute (AAI)

833 United Nations Plaza
New York, New York 10017

America-Mideast Educational and
Testing Services, Inc. (AMIDEAST)

(formerly AFME-American Friends of
the Middle East)

1717 Massachusetts Avenue, N.W.
Washington, D.C. 20036

The American-Scandinavian Foundation

127 East 73 Street
New York, New York 10021

The Latin American Scholarship
Program of American Universities

(LASPAU)

25 Mt. Auburn Street, Room 302
Cambridge, Massachusetts 02138

2. Key References for Credential Evaluations

- a. *A Guide to the Admission of Foreign Students*. National Association for Foreign Student Affairs (NAFSA), 1860 19th Street, N.W., Washington, D.C. 20009. Free. A useful pamphlet written by practicing admissions officers and especially

helpful for the new foreign student admissions officer.

- b. *The Country Index: Interpretation for Use in Evaluation of Foreign Secondary Academic Credentials*. Theodore Sharp, Inez Sepmeyer, and Martena Sasnett. International Education Research Foundation, Inc., P. O. Box 24679, Los Angeles, California 90074. \$10. An "abbreviated outline of the educational systems of the majority of the countries of the world, prepared to show the main academic patterns leading to university entrance." Includes valuable diagrams of the education systems and descriptions of their grading systems.
- c. *Workshop Reports on the Admission and Placement of Students*. NAFSA, 1860 19th Street, N.W., Washington, D.C. 20009. Most areas of the world are covered by these reports, which include descriptions of education systems and grading systems, and recommendations on the admission and placement of students from those countries.
- d. *World Education Series*. AACRAO, 1 Dupont Circle, N.W., Washington, D.C. 20036. Prices from \$1 to \$6 per copy. Detailed studies of over 50 education systems of the world, and guides to the academic placement of students from those systems in United States education institutions.
- e. *International Handbook of Universities and Other Institutions of Higher Education*. Available through American Council on Education, 1 Dupont Circle, N.W., Washington, D.C. 20036. \$32. Listing

of universities and other institutions of higher education in over 100 countries, other than those described in the *Commonwealth Universities Yearbook*, listed below. Includes a brief description of each institution, its admission requirements, and the degrees, diplomas, and certificates awarded.

- f. *Commonwealth Universities Yearbook*. Available through the International Publications Service, 114 East 32 Street, New York, New York 10016. A companion volume of the *International Handbook* described above. Covers the universities of the 26 countries of the Commonwealth.

3. Useful College Board Publications

Obtainable from College Board Publication Orders, Box 2815, Princeton, New Jersey 08541.

Entering Higher Education in the United States: A Guide for Students from Other Countries. Single copy \$1. \$40 per 100.

Financial Planning for Study in the United States: A Guide for Students from Other Countries. Single \$1. \$30 per 100.

College Entrance Guide for American Students Overseas. Single copy \$1.25. \$80 per 100.

Overseas Counselor's Manual. Single copy \$7.50.

Foreign Students' Financial Aid Application and Declaration. Single copy \$1. \$20 per 100.

4. Overseas Centers for Information about Education in the United States

(See pages 37-34 in *Entering Higher Education in the United States*, published by the College Board.)

5. State Department-Assisted American Overseas Schools

(See directory of *Overseas American-Sponsored Elementary and Secondary Schools Assisted by the United States Department of State*, available from the Office of Overseas Schools, Rm. 234-SA6, Department of State, Washington, D.C. 20520)

6. Associations of American Overseas Schools

Lists of other American-type schools overseas can be obtained from these associations:

a. Africa

Association of International Schools
c/o Dr. O. C. Davis, Superintendent
American Community School,
Addis Ababa
c/o American Embassy
APO New York 09319

Maghreb Association of International Schools (MAIS)

c/o Mr. Jerome Milious
The Branch School, Casablanca
c/o American Embassy, Rabat
Box 99
FPO New York 09544

b. *American Republics*

Association of American Schools in the
Republic of Mexico

c/o American School of Torreon
Mayran y Nogal, Colonia Torreon
Jardin

Torren, Coahuila, Mexico

Association of American Schools of
Central America

American School
c/o American Embassy
Tegucigalpa, D.C. Honduras

Association of Colombian and Caribbean
American Schools

c/o Dr. Curtis C. Harvey, Director
Colegio Bolivar
Avenida Diez de Mayo
Apartado Aereo 4875
Cali, Colombia

Association of American Schools of
South America (AASSA)

Mr. James W. Reid, Executive
Secretary

AASSA
American Community School
Andres Ferreyra 4073
La Lucila—Buenos Aires
Argentina

c. *East Asia*

East Asia Regional Council of Overseas
School (EARCOS)

c/o International School
P.O. Box 323, Commercial Center
Bel Air, Makati, Rizal
Philippines 3117

d. *Europe*

European Council of International
Schools (ECIS)

19 Claremont Road
Surbiton, Surrey KT 64QR
England

e. *Near East and South Asia*

Near East and South Asia Council of
International Schools

Dr. Stanley Haas, Executive Secretary
NESA
24 Kalisperi Street
Acropolis, Athens
Greece

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Schools, Huntsville,
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Academic Programs,
Directorate for
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Affairs, International
Communication Agency
- Ivan Putman, Jr.*
Acting Director of
Financial Aid, Empire
State College
- Eugene A. Savage
Dean of Admissions,
University of New
Hampshire
- Clifford F. Sjogren
Director of Admissions,
University of Michigan
- Leo J. Sweeney*
Director of Admissions
and Registrar, University
of Missouri at Kansas City
- W. Sheridan Warrick
Executive Director,
International House; and
Director, Services to
Foreign Students and
Scholars, University of
California at Berkeley
- Lee O. Wilcox
Associate Director of
Academic Services,
University of Wisconsin
at Madison
- Nancy Wilson Young*
International Admissions
Officer, University of
Miami

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